

## SAXE GOTHA ELEMENTARY

100 Bill Williamson Court  
Lexington, South Carolina 29073

**GRADES** K-5 Elementary School

**ENROLLMENT** 743 Students

**PRINCIPAL** William H. Olawsky 803-957-7022

**SUPERINTENDENT** Dr. Karen C. Woodward 803-951-8363

**BOARD CHAIR** Ms. Kay P. Coker 803-892-3227

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	20	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

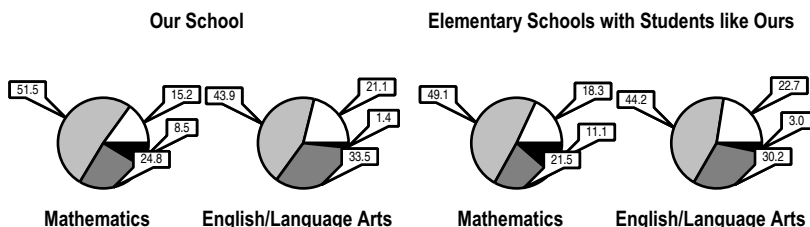
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	55	101	71
Percent satisfied with learning environment	100.0%	98.0%	97.2%
Percent satisfied with social and physical environment	100.0%	98.0%	85.5%
Percent satisfied with home-school relations	94.3%	98.0%	95.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	390	99.5	21.1	43.9	33.5	1.4	34.9	17.6
Gender								
Male	187	99.5	24.8	40.6	33.9	0.6	34.5	17.6
Female	203	99.5	15.8	48.1	33.9	2.2	36.1	17.6
Racial/Ethnic Group								
White	339	99.7	18.8	45.0	34.6	1.6	36.2	17.6
African-American	26	96.2	28.6	38.1	33.3	N/A	33.3	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	17	100.0	30.8	53.8	15.4	N/A	15.4	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	287	100.0	13.0	45.0	40.1	1.9	42.0	17.6
Disabled	103	98.1	46.5	40.7	12.8	N/A	12.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	390	99.5	20.1	44.5	33.9	1.4	35.3	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	386	99.5	19.7	44.1	34.7	1.5	36.2	17.6
Socio-Economic Status								
Subsidized meals	197	99.0	23.8	51.2	23.8	1.2	25.0	17.6
Full-pay meals	193	100.0	16.5	38.1	43.8	1.7	45.5	17.6

Mathematics								
All students	390	99.7	15.2	51.5	24.8	8.5	33.2	15.5
Gender								
Male	187	99.5	15.2	46.7	26.1	12.1	38.2	15.5
Female	203	100.0	13.7	56.8	24.0	5.5	29.5	15.5
Racial/Ethnic Group								
White	339	100.0	13.3	50.5	27.8	8.4	36.2	15.5
African-American	26	96.2	19.0	76.2	N/A	4.8	4.8	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	17	100.0	30.8	53.8	7.7	7.7	15.4	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	287	100.0	8.9	52.0	28.3	10.8	39.0	15.5
Disabled	103	99.0	34.9	50.0	14.0	1.2	15.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	390	99.7	14.4	52.0	25.0	8.6	33.6	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	386	99.7	14.4	51.2	25.6	8.8	34.4	15.5
Socio-Economic Status								
Subsidized meals	197	99.5	19.2	55.2	20.9	4.7	25.6	15.5
Full-pay meals	193	100.0	9.7	48.9	29.0	12.5	41.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	110	N/A	17.9	35.8	40.6	5.7	46.2
	Grade 4	110	N/A	19.4	51.9	26.9	1.9	28.7
	Grade 5	152	N/A	18.1	53.0	27.5	1.3	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	134	99.3	14.9	42.1	40.5	2.5	43.0
	Grade 4	131	100.0	25.6	34.7	38.0	1.7	39.7
	Grade 5	125	99.2	23.0	55.8	21.2	N/A	21.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	110	N/A	23.6	50.9	17.0	8.5	25.5
	Grade 4	110	N/A	20.4	38.0	26.9	14.8	41.7
	Grade 5	152	N/A	9.4	45.0	25.5	20.1	45.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	134	99.3	17.4	58.7	20.7	3.3	24.0
	Grade 4	131	100.0	20.7	51.2	19.8	8.3	28.1
	Grade 5	125	100.0	7.1	44.2	34.5	14.2	48.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 743)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Up from 1.1%	2.7%	2.4%
Attendance rate	94.9%	Down from 95.5%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.4%	Down from 23.1%	16.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.0%	Up from 11.0%	8.6%	8.0%
Older than usual for grade	0.3%	Down from 0.7%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 61)				
Teachers with advanced degrees	42.6%	Down from 44.3%	49.0%	50.0%
Continuing contract teachers	91.8%	Up from 88.5%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.8%	Up from 88.6%	88.2%	86.2%
Teacher attendance rate	94.3%	Down from 95.7%	95.3%	95.3%
Average teacher salary	\$40,964	Up 2.7%	\$40,019	\$39,909
Prof. development days/teacher	10.2 days	Up from 9.0 days	11.3 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	17.7 to 1	Up from 16.8 to 1	19.1 to 1	18.9 to 1
Prime instructional time	88.6%	Down from 90.4%	90.0%	89.7%
Dollars spent per pupil*	\$6,605	Up 7.2%	\$5,820	\$5,892
Percent spent on teacher salaries*	69.2%	Up from 67.2%	65.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parents:

It has been a very exciting and busy 2002-2003 school year at Saxe Gotha Elementary. Through your help and the help of our staff, our students have shown daily improvement both academically and socially.

Students, faculty, and staff set an example for the community by raising, as a part of their service-related activities, more than \$18,000 to support cancer research, St. Jude's Children's Hospital, local families in need, and other community outreach programs. Teachers documented each child's service activities in order to emphasize social and personal responsibility.

The 2003 PACT scores are not yet available. A review of the 2002 scores reveals that 81 percent of our students met standards in English/Language Arts and 84 percent in Mathematics. Our students scored higher than students from schools like ours across the state.

There were many other successful activities this school year. One hundred percent of our students participated in a very extensive Character Education program.

Our Star Publishing Company published 700 books written by our students. The "Wee Deliver Postal Service" delivered 956 pieces of mail within the school. Both of these programs help promote improvement in writing.

Our students took 33,974 Accelerated Reader tests. The student council participated in the Adopt-A-Highway program in order to keep Old Orangeburg Road free from litter.

Our faculty, staff, and School Improvement Council (SIC) reviewed and updated our School Improvement Plan. We met to discuss strategies that we needed to implement for even greater improvement. School committees helped to guide our entire school family in these areas.

We made a positive attempt to increase the time devoted to learning. Increasing instructional blocks through creative scheduling and asking parents to assist with tardiness and absenteeism helped us make great strides in this area. We also incorporated incentives into this area as motivation for students.

Our Technology Integration Specialist continues to help our teachers increase their students' communication, research, and writing technology skills. Forty-eight percent of our own staff passed the district's Technology Competency exam.

We extend our gratitude to the SIC, the PTO, business partners, and parent volunteers for providing our students with true opportunities to be "Shining Stars in a Galaxy of Excellence!"

William H. Olawsky, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.